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ABSTRACT

This instructor's guide, one in a series of works dealing with adult literacy education, consists of materials for use in helping adult literacy students to develop employability skills. Addressed in the individual sections of the guide are assessing job skills, attitudes, resumes and job applications; job interviews; keeping a job; and establishing contacts via telephone. Each section contains some or all of the following: an introductory note to the instructor concerning the special needs of undereducated adults and suggested teaching strategies, one or more student activities, sample forms and documents, and lists of helpful suggestions for getting and keeping a job (MN)

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ED235322

Jefferson County Public Schools

Attitudes

Application

Action

Employability Skills
For
The Adult Literacy Student

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ADULT EDUCATION READING PROJECT

Attitudes, Application, Action: Employability Skills for Adult Literacy Students

1983

JEFFERSON COUNTY PUBLIC SCHOOLS

Department of Instruction and Support Services

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4409 Preston Highway
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EQUAL OPPORTUNTITY/AFFIRMATIVE ACTION
EMPLOYER OFFERING EQUAL EDUCATIONAL
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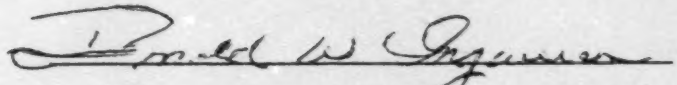
SUPERINTENDENT'S MESSAGE

The Jefferson County Public Schools is dedicated to setting and achieving a standard of educational excellence for all students whom the system serves.

The Jefferson County Public Schools has a strong commitment to the adult population of the community and offers a wide array of programs to meet their needs and interests. The adult program in Jefferson County continues to strive toward maintaining a standard of excellence and the Adult Education Unit has received numerous awards for its quality programs.

The school system is proud that the Jefferson County Adult Reading Program has received validation as an exemplary program in education by both the Kentucky Department of Education and the U.S. Office of Education. The program is now being disseminated nationally as a part of the National Diffusion Network.

The Jefferson County Public Schools is pleased to have the opportunity to share information with other persons interested in establishing programs to serve the adult population of their communities.



Donald W. Ingwerson, Ed.D., Superintendent
Jefferson County Public Schools

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ATTITUDES, APPLICATION AND ACTIONS

EMPLOYABILITY SKILLS FOR THE ADULT LITERACY STUDENT

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INTRODUCTION

Adults with limited reading ability encounter special problems in their search for employment. Avenues that are open to more educated persons are closed to them.

Undereducated adults, in many cases, cannot read the classified ads, do not read notices on bulletin boards, cannot understand job application forms, do not have phones to receive messages from prospective employers and do not have reliable transportation to get them to work.

In teaching employability skills to this group it is important to take these factors into consideration.

The instructor will need to help students to:

1. determine their marketable skills
2. become aware of attitudes that will help them get and keep a job
3. fill out application forms
4. write resumes
5. make phone calls for interviews
6. answer the interviewer's questions
7. learn how to keep a job once they are employed

These skills can be grouped into six main areas: 1) assessing job skills; 2) attitudes; 3) resumes and job applications; 4) job interviews; 5) keeping a job; and 6) establishing contacts via telephone. The handouts included are written as though a student is to read them. However, many reading students are unable to read them independently. Some may be able to use the forms with help. For lower functioning students the instructor can read the material and lead discussions of on-the-job attitudes, job interview skills, etc. Alternatively, the instructor may simply use the forms as an outline of course content and plan activities which suit the needs and abilities of the students. In any case, the special needs of literacy students make it necessary to employ techniques which minimize the necessity of reading. Some skills can be taught in a group, but much of the work will have to be done individually.

Because of their life experiences, many things which more educated and work experienced persons know are important to employers are not well understood by undereducated adults. For this reason, the instructor should not assume that even the most basic information pertaining to getting and keeping a job is a part of their store of knowledge.

ASSESSING JOB SKILLS

Undereducated adults, in some cases, have had little, formal work experience. For this reason, they may feel they have few skills to offer a prospective employer. They may also be unaware of the variety of part-time, temporary or self-employment opportunities which are available in their own communities. In order to take advantage of these opportunities, they must be aware of the various skills acquired through all the experiences of their lives. A brainstorming session may be very helpful in discovering hidden or forgotten talents and abilities. Comments of other students in a group session may suggest skills and experiences which an individual had not previously considered useful in seeking employment. Some questions which may bring to light hidden skills and aptitudes are included in the following handout.

ASSESSING YOUR JOB SKILLS

The first step is to determine what marketable skills and abilities you have. Even if you have never had a job you may have done volunteer work or odd jobs around the house or neighborhood. Consider also your interests and spare time activities.

It is not enough to simply list jobs you have held. You must break down the work into specific skill areas.

For example:

Kitchen Help--
ran dishwasher, made salads, cooked, cleaned kitchen and dining areas.

These questions are helpful in determining skill areas:

1. What kind of work can you do?
2. What kind of work would you like to do?
3. What do you do in your spare time?
4. Can you drive a car? Do you have a valid driver's license?
5. Can you operate farm machinery?
6. Can you sew? Have you ever used an electric sewing machine?
7. Are you quick with your hands?
8. Do you like to work with machines?
9. Are you a good mechanic?
10. Are you an animal lover?
11. Do you like to work outdoors?
12. Are you a good cook?
13. Are you good with sick people?
14. Do you like small children?
15. Do you like old people?
16. Do you like to clean house?
17. Would you like to be a delivery man/woman?
18. Do you like to care for plants, gardens, yards?
19. Can you paint?

ATTITUDES

Attitudes play an extremely important role in getting and keeping a job. Often, people are unaware that attitudes they exhibit in first meetings and later dealings with employers and fellow workers can create a lasting impression which may greatly affect their ability to get a job and/or to have a pleasant and successful work experience. Undereducated adults, particularly those with limited work experience, should be encouraged to think about the ways in which they judge others, the kinds of behavior which are attractive or unpleasant, mature or childish, etc. Group discussion is a good vehicle here. Students may be asked to put themselves in an employer's position and think about the attitudes and actions he might value in an employee. Each individual student should also examine privately his own attitudes and the ways in which his words and actions impress others. The handouts which follow may be useful with these activities.

ATTITUDES

Since attitudes play such an important role in getting and keeping a job it is helpful to spend some time thinking about your attitudes.

Examine your own attitudes to discover any that may need to be improved.

Positive Attitudes	Negative Attitudes
1. Smiles easily	1. Seldom smiles
2. Seldom complains	2. Complains often
3. Admits mistakes	3. Blames others for mistakes
4. Seldom criticizes	4. Very critical
5. Rarely makes excuses	5. Always makes excuses

ATTITUDES--PERSONAL CHARACTERISTICS

The following is a list of characteristics to be evaluated as they relate to success on the job. Rate them as indications of good or bad attitudes.

1. Considers what is good for, or helpful to, others
2. Critical of others
3. Always punctual
4. Never smiles, grumpy
5. Seldom complains, always cheerful
6. Never on time
7. Accepts responsibility for mistakes he/she makes
8. Respects other peoples' opinions
9. Unwilling to change
10. Unwilling to see other person's point of view
11. Thinks only of self, never offers to help others
12. Never tries to force ideas or opinions on others
13. Respects authority

ATTITUDES--EVALUATE YOURSELF

Answer the following questions privately. Be honest; don't be too hard or too easy on yourself.

1. Are you dependable?
2. Are you punctual?
3. Are you considerate of others?
4. Are you friendly?
5. Do you help others?
6. Are you tactful when dealing with others?
7. Do you keep your temper in check?
8. Do you accept responsibility?
9. Do you express appreciation to others?
10. Are you understanding and sympathetic to others?
11. Do you get along well with others?
12. Do you avoid arguing?
13. Do you respect the other person's ideas, opinions and knowledge?
14. Do you refrain from being nosy?
15. Do you respect authority?

RESUMES AND JOB APPLICATIONS

The student will need to supply the necessary information for a resumé. This information will also be needed for job applications, so it is important that the student carry an information sheet when he is seeking employment. A sample information sheet follows.

The instructor will probably have to write the resumé. Pick the student's strongest skills to stress in the resumé. Break down work experience into skill areas. Stress current enrollment in school working toward a GED. Include any special training programs attended. Two sample resumés follow.

It is necessary to practice filling out employment application forms. This is a complex skill and one which many good readers find difficult. It is helpful to go over an actual job application form in class. It is also good to define terms and explain abbreviations found on job applications. A list of application terms and abbreviations found in classified ads is included. The sample job application form which follows was chosen because it allows job experience to be broken down into skill areas and asks for volunteer experience.

INFORMATION SHEET

Personal Information

Name _____ Date of Birth _____

Address _____
(Street) (City) (State) (Zip)

Social Sec. No. _____ Tel. No. _____ Drivers License No. _____

Spouse _____ Date of Birth _____
(Husband or Wife)

No. of Dependent Children _____ ages _____ Total No. of Dependents _____

Military Service

Branch _____

Rank _____

Dates _____

Labor Union Membership

Local No. _____

Card No. _____

Education

	School	Address	From	To
Elementary				
Jr. High				
High School				
Vocational or Special Training				

Interests or Hobbies _____

Ambition _____

Work Experience

Employer	Dates From To	Work Performed (Duties)
Address		
Job Title	Salary	
Supervisor		
Reason for Leaving		
Employer	Dates From To	Work Performed (Duties)
Address		
Job Title	Salary	
Supervisor		
Reason for Leaving		
Employer	Dates From To	Work Performed (Duties)
Address		
Job Title	Salary	
Supervisor		
Reason for Leaving		

References (NOT Relatives or Past Employers)

Name _____ Name _____

Address _____ Address _____

Telephone No. _____ Telephone No. _____

Name _____

Address _____

Telephone No. _____

You will need three references. Be sure you get their permission to use their names.

SAMPLE RESUME

David Dorton
618 E. Armsby Avenue
Louisville, Ky. 40213

WORK EXPERIENCE

Companion. Assists elderly man with personal care and yard work.
Dates: 1973-present.

Nortons Hospital. Louisville, Ky. Busboy.
Dates: November 1977 to February 1978.

Lynbrook Manor. Louisville, Ky. Volunteer work: substituted for the office manager, cooked for the residents, and did janitorial duties.
Dates: 1975-1977.

EDUCATION

Eastern Kentucky Comprehensive Rehabilitation Center. Thelma, Ky.
Major: Orderly Training. Completed: March 1980.

Millcreek Vocational School. Louisville, Ky.
Major: Commercial Foods. Dates: 1977-1979.

General Education Diploma (G.E.D.). Working on presently.

Shawnee High School. Louisville, Ky. Completed through the sophomore year.

DIVERSIONS

Interests: Swimming, fishing, basketball, and model building.

REFERENCES

Mary Mayer
Owner of Mary Mayer's Cafe
Years Known: 21
648-9632

Fred Farmer, Teacher
Years Known: 6
Home: 968-3654
School: 642-9318

Bob Butler
Cafeteria Manager, Nortons Hospital
Years Known: 4
536-8492

SAMPLE RESUME

TANITA BLAKE
1802 SOUTH 34th STREET
Louisville, Kentucky 40211
789-0311

WORK EXPERIENCE:

Prepared trays and served meals to patients in nursing home in Atlanta, Georgia for six weeks in January and February, 1981.

Housekeeping and janitorial work for Housing Authority, Louisville, Kentucky for six weeks in 1976.

Supervised Children, ages 4-6 for Iroquois Recreation Center in Louisville, Kentucky during summer of 1979.

Cleaned up grounds at Shawnee Park in Louisville, Kentucky during summer of 1982.

EDUCATION:

Presently enrolled in Adult Education classes at Talbert Educational Center working toward a G.E.D. diploma.

Culinary Arts: 6 months, Job Corps

PERSONAL:

Birth date: February 13, 1961
Single
No dependents

REFERENCES

Pamela Wood
1018 S. Ninth Street
Louisville, Ky.
582-0798 (work)

Nancy N. Baker
1032 S. Ninth Street
Louisville, Ky.
582-0798 (work)

Margaret Smith
2707 Burns Avenue
Louisville, Ky.

TERMS USED ON AN APPLICATION

1. acquaint - to become familiar with
2. assets - advantages, qualities
3. authorize - to give someone the power to do something
4. availability - ability or readiness to assume responsibility, such as a job
5. citizen - a member of a state or country
6. credit reference - a person or business who can vouch for one's financial state
7. dependent - a person who relies on another for support
8. disability - inability to work because of a physical or mental handicap
9. discrimination - intolerance of, or dislike of someone because of race, religion, or sex, etc.
10. employer - one who makes use of a person's particular services and pays him/her wages
11. draft status - the classification number on your draft card (1A, 3A, etc.)
12. equal opportunity employer - an employer who regards all job applicants in the same manner despite their race, religion, sex, etc.
13. exemption - a source or amount of income excluded from taxation
14. marital status - the category to which a person belongs concerning marriage; example: married, single, divorced, separated, widowed
15. occupation - the vocation of one's life; your job
16. position - employment, rank
17. qualities - favorable characteristics
18. references - statements of the qualifications of a person seeking employment by someone who is familiar with him or her
19. religion - a commitment or devotion to a particular faith
20. rent and board - payment for living quarters and food
21. resident - a person who lives in a certain place
22. termination - job ending, layoff or firing of employee
23. work experience - work done in the past
24. signature - name of person written in their own handwriting (Not

ABBREVIATIONS IN CLASSIFIED ADS

&	and	ftr.	future	min.	minimum
aft.	after	gd.	good	mo.	month
A.M. or AM	morning	gen.	general	nec.	necessary
appt.	appointment	grad.	graduate	op. or oper.	operator
asst.	assistant (helper)	hqtrs.	headquarters (main office)	pd.	paid
bet.	between	hr.	hour	P.M. or PM	afternoon or evening
bgn.	begin or beginning	hrly.	hourly	pt. or p.t.	part-time
bldg.	building	H.S.	high school	refs.	reference
bus.	business	hvy.	heavy	req.	requirement or required
clk.	clerk	incl.	including		
co.	company	ind.	industrial	sal.	salary
cond.	conditions	jr.	junior (a beginner or helper)	secy.	secretary
const.	construction			sh.	shorthand
cty.	city	loc.	located	spec.	special
dept.	department	lt.	light (not heavy, not a lot)	sub.	suburb
elec.	electric	lv.	leave	temp.	temporary
empl.	employment, employee, employer	mach.	machine	trnee.	trainee (beginner)
		maint.	maintenance	typ.	typing or typist
eqpt.	equipment	manuf.	manufacture, manufacturer, manufacturing	w.	with
etc.	and so on			wk.	week
eves.	evenings	mech.	mechanic or mechanical	wkr.	worker

exc.	excellent	mfct.	manufacture, manufacturer, manufacturing	work.	working
exp.	experience			wpm.	words per minute
ext. or X	extension (Some telephones have an extension number.)	mfr.	manufacture, manufacturer, manufacturing	yr.	year

From: Finding Work: Follett Coping Skills Series, Follett Publishing Co.
Copyright 1977

DATE: _____

APPLICATION FOR EMPLOYMENT

(Answer all questions - please print.)

In compliance with Federal and State equal employment opportunity laws, qualified applicants are considered for all positions without regard to race, color, religion, sex, national origin, age, marital status, or the presence of a nonjob-related medical condition or handicap.

POSITION(S) APPLIED FOR _____

Referral Source ( ) Advertisement ( ) Friend ( ) Relative
( ) Employment Agency ( ) Other

NAME: _____ Social Security #. _____
(Last) (First) (M.I.)

ADDRESS: _____
Street City State ZIP

PHONE: _____ Are you known to school/references by another name? _____

If yes, by what name? _____

Have you filed an application or been employed here before? ( ) YES ( ) NO
Date(s) _____

Are you a citizen of the United States? ( ) YES ( ) NO

If not, do you possess an Alien Registration Card? ( ) YES ( ) NO

Are you available to work? ( ) Full Time ( ) Part Time ( ) On Shifts

Do any of your friends or relatives work here? ( ) YES ( ) NO

If yes, list name(s) _____

Are you? ( ) Under 18 ( ) 18-70 ( ) Over 70 years of age

Have you been convicted of a felony or released from prison within the last 7 years? ( ) YES ( ) NO

If yes, describe in full including date(s) _____

In case of accident or emergency, please notify:

NAME ADDRESS PHONE

Are you on lay-off and subject to recall? ( ) YES ( ) NO

What foreign languages do you speak, read, and/or write fluently?

	GOOD	FAIR	POOR
SPEAK			
READ			
WRITE			

Can you travel if a job required it? ( ) YES ( ) NO

Have you been bonded? ( ) YES ( ) NO
If yes, please explain: _____

Are you a veteran? ( ) YES ( ) NO
If yes, what was your branch of military service? _____ RANK _____

List trade or professional organizations of which you are a member, including offices held.

Give name, address, and phone number of three references not related to you.

EMPLOYMENT EXPERIENCE

List each job held. Start with your present or last job. Include military service assignments and volunteer activities.

1. EMPLOYER — Dates: From / To — WORK PERFORMED

ADDRESS

JOB TITLE — Hourly Rate/Salary: Starting / Final

SUPERVISOR — WORK PERFORMED

Reason for Leaving

2. EMPLOYER — Dates: From / To — WORK PERFORMED

ADDRESS

JOB TITLE — Hourly Rate/Salary: Starting / Final

SUPERVISOR — WORK PERFORMED

Reason for Leaving

3. EMPLOYER — Dates: From / To — WORK PERFORMED

ADDRESS

JOB TITLE — Hourly Rate/Salary: Starting / Final

SUPERVISOR — WORK PERFORMED

Reason for Leaving

4. EMPLOYER — Dates: From / To — WORK PERFORMED

ADDRESS

JOB TITLE — Hourly Rate/Salary: Starting / Final

SUPERVISOR — WORK PERFORMED

Reason for Leaving

If you need additional space, please continue on a separate sheet of paper.

Summarize special skills and qualifications acquired from employment or other experience:

EDUCATION:

	Elementary	High	College/ University	Graduate/ Professional
School Name				
Years Completed: (Circle)	4 5 6 7 8	9 10 11 12	1 2 3 4	1 2 3 4
Diploma/Degree				
Describe Course of Study:				
Describe Specialized Training, Apprentice-ship, skills, and Extra Curricular Activities				

A G R E E M E N T

I certify that answers given herein are true and complete to the best of my knowledge.

I authorize you to make such investigations and inquiries of my personal, employment, financial or medical history and other related matters as may be necessary in arriving at an employment decision. I hereby release employers, schools or persons from liability in responding to inquiries in connection with my application.

In the event of employment, I understand that false or misleading information given in my application or interview(s) may result in discharge. I understand, also, that I am required to abide by all rules and regulations of the Company.

_____
SIGNATURE OF APPLICANT DATE

For Personnel Department Use Only

Arrange Interview ( ) YES ( ) NO DATE _____

Remarks _____

_____

Employed ( ) YES ( ) NO Date of Employment _____

Job Title _____ Hourly Rate/Salary _____ Department _____

THE JOB INTERVIEW

Students must understand the importance of the job interview. In the interview, the employer attempts to judge the job qualifications and personal qualities of the applicant. Therefore, this first impression is extremely important. This is also the time for the applicant to ask specific questions about the job for which he/she is applying. Some suggested tips for the interview are included. In addition, a good filmstrip on the topic is "Your Job Interview," (Guidance Associates, Pleasantville, NY, 10570).

Although it is impossible to anticipate exactly what will happen on an interview, the students should be better prepared and feel less nervous about the interview after discussing some of the points outlined in the following handouts.

TIPS FOR THE JOB INTERVIEW

Before the interview:

1. Know something about the firm or plant where you are applying for work. Find out what work they do or what product they make or sell. (Ask friends or call Chambers of Commerce.)

2. If possible, find out the interviewer's name.

3. Get a good night's sleep.

4. Wake up early so you won't be rushed.

5. Dress neatly and appropriately for the job for which you are applying (unless the workers wear uniforms). Be sure clothes, hands, hair, etc. are clean. If your appearance is sloppy, the interviewer may assume your work habits will also be sloppy.

6. Give yourself enough time to arrive 15 minutes early. This will give you time to relax, collect your thoughts, or take care of an unexpected emergency.

7. Have your information sheet with you.

The interview:

1. Be on time.

2. Go alone. Don't take a friend with you. If you must go with someone leave him/her outside.

3. Give the receptionist your name and wait patiently until your name is called.

4. When called, greet your interviewer by name if you know it; introduce yourself and state the purpose of the interview. If the interviewer offers his/her hand, give a good firm handshake.

5. Sit down only after the interviewer offers you a chair.

6. Don't smoke, chew gum, or fidget.

7. Have facts in hand. Records of jobs, dates of employment, wages received, nature of work and reasons you left.

8. Be ready to answer questions about yourself. Think out the answers to possible questions ahead of time.

9. Do not criticize others, including past employers.

10. Avoid mention of your personal, domestic or financial troubles. The employer is only interested in your ability to do the job.

11. Stress your interest in working and ability to learn.

12. Focus attention on your strong points where possible.

13. At the end of the interview, thank the interviewer for his/her time; ask when you can expect to hear from him/her.

ANSWERING THE INTERVIEWER'S QUESTIONS

1. **What job (position) are you applying for? What is your job preference?** Apply for only one job. You should know the type of job opening the company has to offer when you go for the interview. You should also know whether or not you are qualified for the job. Don't make the mistake of saying "I'll take anything," because you are not qualified to do all of the jobs in that company. Have a second choice. The interviewer may say all the openings of your first choice are filled. But, if she or he offers you a second choice job, you should be willing to take it if you can do the work and the pay is adequate. Later, your first choice job may be available.

2. **Do you have any experience in this type of work? What other jobs did you have that are similar to the work you are applying for?** Be brief but complete in describing your past work experience. This is your chance to sell your skills. Don't forget to mention any experience you have had in operating different kinds of machinery or using various tools.

3. **Describe the work you did on your last job.** If the job you are applying for is similar to your last job, the interviewer will be especially interested in this fact since less training would be required for you than for an inexperienced employee. Again, be brief and to the point.

4. **Why did you leave your last job? Have you ever been discharged (fired)?** Be honest in your answers. Remember that your record can be checked with your last employer to find out why you left your job. Never make bad remarks about a past employer. If you left because of a personal problem between you and your former supervisor or co-workers, don't discuss it unless the interviewer asks how you got along with others on the job. Be positive when asked why you left your last job.
   Try to avoid these subjects:
   - People you could not get along with.
   - Work you refused to do.
   - Company policies you thought were unfair.

   Answer "no" when asked if you were fired if:
   - You resigned.
   - You were laid off.
   - The company asked you to resign.

5. **What did you think of your former employers? Supervisors? May we contact your present employer?** This question is being asked by the interviewer to find out if you can work with people. No company wants to hire a troublemaker. If you say your past employers were unfair to you, made you work hard, did not give you enough money, etc., the interviewer may not consider you a good employee for the company.

   If you still are working at a job and you have told your boss that you are leaving, tell your interviewer that he or she may contact your present employer. If you have not told your boss, say "no" and explain. Example: "No, not until I tell my boss."

Taken from: How to Get a Job and Keep It, Steck-Vaughn Co.

6. **Are you looking for permanent or temporary employment?** You are probably looking for a full-time job that is permanent. But, it is wise to inquire if there is a part-time or temporary job that will soon develop into full-time, permanent work. You might have a chance to take a part-time job immediately and move into a full-time job when one opens. Just be sure that the interviewer understands that you cannot afford to work part-time permanently.

7. **What hours are you available for work? Can you work a split shift?** Some companies put new employees on the most unpopular shifts. Later the employee can change to a different shift when there is an opening. Your family and living conditions will determine whether you can work odd shifts. For instance, if you live far from your job, it will not be practical for you to make two trips a day. You will please the interviewer, of course, if you agree to take any shift offered to you. Ask for complete information before you agree to work any shift.

8. **What tools or equipment can you use? Do you own any of these tools?** Name the tools or machines that you have operated. Don't try to impress the interviewer by telling her or him more than you can do. If you take a job that you can't handle, you probably won't keep it.

9. **Why did you apply for a job with this company? What do you know about this company?** The interviewer is trying to find out if you will be a steady, loyal employee. Show your interest in the company by your reply. Before the interview you should call your local Chamber of Commerce or ask a friend for information about the company.

10. **What have you learned from some of the jobs you have held?** Have a positive attitude when telling of the main skills you were able to develop while holding other jobs. The interviewer wants to know if you have taken advantage of opportunities to learn new skills and if you are usually eager to learn.

11. **What training have you had that could help you in the job you are applying for?** Mention all types of training that you think will help you to get the job. You should write this on your personal information sheet before you go to the interview so that you won't forget to report any important information.

12. **Why did you drop out of school? What classes have you taken since you have been out of regular public school?** Usually the answer to this question involves the lack of money or the need to get a job to help with the family expenses. You will not impress the interviewer if you say, "I didn't like school." Interviewers are interested in the employee who is anxious to upgrade himself or herself by continuing his or her education. Mention any classes or training that you have taken since you left school or that you are planning to take in the near future.

13. **Have you had any special courses or training?** Refer to your personal information sheet for the names of courses or training you took and when you were enrolled.

14. **You know what the job pays; will you be satisfied with this pay?** If you are not sure about the weekly or monthly pay you would get for the job, now is the time for you to ask questions. Don't make the mistake of taking the job if you know it will not cover your living costs. If this is true, tell the interviewer that it would not meet your needs. Ask if the company will pay more or how soon you could expect a raise if you took the job. It is better not to take the job if you know you will have to quit in a couple of weeks. You may also want to ask about benefits like insurance, vacations, and chances for promotion. Be careful not to make the interviewer feel that you are more interested in the pay than in doing a good job for the company, but do not be afraid to ask about the company policies and benefits before you take the job.

15. **Can you take instructions without feeling upset?** This question is being asked by the interviewer to find out whether you feel calm and confident when you are working. The interviewer wants to know that you will not become nervous and upset when you are given work to do and that you are not easily discouraged if you make a mistake. Be honest in your answer. This is a very important part of any job. Your attitude during the interview will also help you.

16. **Do you have any large debts?** If you do, make it clear that you have a regular plan for paying these debts. The interviewer is asking this question to find out how well you manage your private affairs. Some companies fire an employee if that person does not pay debts that are owed.

17. **Do you own your own home?** This question is asked to see if you intend to be a permanent resident. The interviewer is not interested in employees who don't plan to stay on the job.

18. **How many times have you moved in the last ten years? Five years?** Again, the interviewer wants to find out if you intend to stay with the company for a considerable length of time.

19. **Have you ever had any serious illness or injury?** If you have, make it clear that this illness or injury will not interfere with the duties of the job you are applying for.

20. **Do you drive? Have a car? A driver's license? Have you ever received any tickets? If so, what for?** The interviewer is not interested in parking tickets. She or he just wants to know whether you have had any accidents and if you have been fined for drunken driving or speeding.

21. **Why have you been out of work for over a year?** If you have had any type of health problem or mental illness that has kept you from working, be honest with the interviewer. Explain that you are now able to work again. Be sure to have a doctor's statement clearing you to work again to show to the interviewer if it is requested. It is best to be honest about any illness that has made it necessary for you to be out of work for more than six months. You need not go into a lengthy, detailed discussion about your illness, however. Your doctor and treatment clinic personnel will keep your records confidential at all times.

22. **How many days did you miss on your last job due to illness or emergencies? If you are always on the job, say so. If you lost a good deal of time, give the reason. Tell the interviewer that the situation has been corrected. The interviewer wants to be sure you are going to be a regular employee if you are hired.**

KEEPING A JOB

It is important that students know how to keep a job after they are hired. It must be explained that there are certain things an employer has a right to expect from his employees and that bad attitudes and work habits may cause them to loose a job regardless of their level of productivity.

The following list of do's and don'ts should to be explained in detail and discussion generated concerning each point.

HOW TO KEEP YOUR JOB

DO

1. Get a good night's sleep so you arrive at work refreshed.
2. Get to work five or ten minutes early. You will need this time to get organized.
3. Find out about working hours, breaks, lunch-time and overtime.
4. Find out company policy on: personal phone calls, eating on the job, smoking on the job.
5. Work while you are on the job. Return from breaks and lunch promptly.
6. Do what you are asked to do.
7. Understand the following forms:
   A. Time card
   B. Paycheck
   C. Insurance
   D. Identification card
   E. Government tax forms
8. Dress for the job. You may need special clothes or equipment.
9. Call your boss Mr. _____ or Mrs. _____.
10. Learn your co-workers' names.
11. Learn to do your job well.
12. Be able to take instructions without getting upset.
13. Keep confidential information to yourself.
14. Treat other people as you would want them to treat you.
15. Be loyal to the firm that hires you and pays your salary.
16. Respect the authority of your supervisor.
17. Assume more responsibility when you are able.
18. Call your boss if you are unable to come to work.

DON'T

1. Be late.
2. Be too familiar with your supervisors.
3. Gossip.
4. Borrow money from your boss or co-workers.
5. Let your feelings be hurt easily.
6. Be insulted by constructive criticism.
7. Complain about your job.
8. Go over your immediate supervisor's head.
9. Take home anything that belongs to the company.
10. Be a clock-watcher
11. Bluff about what you can do.
12. Play practical jokes.

ESTABLISHING CONTACTS VIA TELEPHONE

After completing the employability skills class, the next step is to establish contacts in the community which may lead to job interviews. The instructor can help by using the telephone to arrange interviews for students. There are several points to remember when making such calls:

1. It is best to speak to the manager or appropriate department head, if possible. Describe the employability program and the student's skills.

2. It is not advisable to ask if there are job openings. The answer to this question is too often no. Alternatively, the call may be transferred to the personnel department. Filing an application with personnel at this point is probably wasted effort.

3. Instead, it is better to try to arrange an interview for the student with the manager or department head, to discuss any <u>possible</u> <u>future</u> openings.

4. If such a meeting cannot be arranged, the instructor should ask for suggestions of other places which might be hiring. It is best to get the name and number of the person in charge and ask for permission to mention the referral. This is a good way to make the most of each call and expand the list of possible contacts.

5. Finally, in order to retain this contact in the future, it is good to ask if the student may call again at a later date in case a position becomes available.